

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: __ Elementary __ Middle ☒ High __ K-12

Name of Principal **Mr. Kyle L. Groos**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **O'GORMAN HIGH SCHOOL**

(As it should appear in the official records)

School Mailing Address **3201 S. Kiwanis Ave.**

(If address is P.O. Box, also include street address)

Sioux Falls

SD

57105-4296

City

State

Zip Code+4 (9 digits total)

County **Minnehaha**

School Code Number* **49303 (Our state number)**

Telephone **(605) 336-3644**

Fax **(605) 336-9272**

Website/URL **www.sfcss.org/OgormanHS/**

E-mail **kgroos@sfcss.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Name of Superintendent* **Dr. Tom Lorang**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Sioux Falls Catholic Schools-Diocese of Sioux Falls** Tel. **(605) 336-6241**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board

President/Chairperson **Mr. Miles Beacom**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
(N/A) _____ Middle schools
_____ Junior high schools
_____ High schools
_____ Other

_____ TOTAL
2. District Per Pupil Expenditure: (N/A)
Average State Per Pupil Expenditure: (N/A)

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 2 Number of years the principal has been in her/his position at this school.
3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	75	98	173
2				10	89	91	180
3				11	74	71	145
4				12	68	78	146
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							644

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|---------------------------------------|
| <u>95%</u> | White |
| <u>1%</u> | Black or African American |
| <u>2%</u> | Hispanic or Latino |
| <u>1%</u> | Asian/Pacific Islander |
| <u>1%</u> | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1 (same as in #5 above)	625
(5)	Subtotal in row (3) divided by total in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 10*

Specify languages: **Vietnamese, German, Spanish, Slovakian, Turkish, French, Russian, Serbian, Croatian & Arabic** *(Note: Students are conversant in English when they enroll.)

9. Students eligible for free/reduced-priced meals: 4%

Total number students who qualify: 28

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0% (*No special education services)
0 Total Number of Students Served

*(Note: Students who need minor learning accommodations are served through Sioux Falls Catholic Schools' accommodation plans similar to the 504 plans. O'Gorman has 24 students or approximately 4% with accommodation plans. (See numbers below)

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u>1*</u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability (8 are ADHD/ADD)
<u>2</u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u>1*</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

***One student is counted in 2 categories (MR and Orthopedic Impairment). 24 students total**

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>5</u>
Special resource teachers/specialists (* 1 FT Counselor + 1 PT Counselor)	<u>1*</u>	<u>3*</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>12</u>	<u>9</u>
Total number	<u>51</u>	<u>18</u>

12. Average school student-“classroom teacher” ratio: 17:1 (counting teachers only)

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	95%	93%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	17%	12%	16%	5%	2%
Student dropout rate (middle/high)*	0%	0%	0%	0%	0%
Student drop-off rate (high school)	5%	3%	9%	11%	7%

***Note: Students who leave O'Gorman do not “drop-out”. They transfer to another high school**

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>164</u>
Enrolled in a 4-year college or university	<u>92%</u>
Enrolled in a community college	<u>1 %</u>
Enrolled in vocational training (technical schools)	<u>5 %</u>
Found employment	<u>1 %</u>
Military service	<u>0 %</u>
Other (travel, staying home, etc.)	<u>1 %</u>
Unknown	<u>0 %</u>
Total	100%

PART III - SUMMARY

O’Gorman is a four year co-educational Catholic High School comprised of approximately 640 students who come from a Catholic junior high, public middle schools, and the area surrounding Sioux Falls. The school is fully accredited by the State of South Dakota and by the North Central Accreditation Association of Colleges and Schools. The campus covers forty acres and sits prominently on a hill amid grassy frontage overlooking the Sioux River and the busiest street corner in the state of South Dakota.

O’Gorman’s long-standing vision, “to form a community of faith and learning...through gospel values and academic excellence,” serves as the foundation for all decisions and actions. The success in achieving all that this vision entails was recently noted in O’Gorman being named to the National Catholic High School Honor Roll which recognizes the top 50 Catholic high schools in the nation based on their demonstrated commitment to academic excellence, Catholic identity and civic education. Efforts to maintain and continue the strive for excellence are ongoing. This year, Dr. Thomas Lorang, school superintendent, established focus groups consisting of faculty, staff, priests, parents, and students to develop visionary goals related to how the mission reflects current and more importantly future practices.

O’Gorman has a comprehensive instructional program including 12 advanced placement courses and several dual credit options for the vast majority of students who are college bound as well as a recently developed foundations curriculum designed to broaden instruction to reach differentiated learners. An enviable 98% of the school’s graduates go on to post secondary education. Financial support from the diocese through a New Americans program has led to the enrollment of Sudanese refugees from three different families and an increase in enrollment of Hispanic students from the parish of Our Lady of Guadalupe, the first Hispanic parish within the city of Sioux Falls.

A total of over \$275,472 in financial aid (not including parish subsidies) was awarded in the 2004-05 school year. Nearly half of this aid is distributed through a student work study program in which students are hired to assist throughout the school as office aids, teacher aids, custodial and cafeteria workers, etc. In addition, all students are the recipients of parish subsidies that offset tuition costs. Students can also earn matching grants and scholarships based on both need and achievement.

O’Gorman High School competes in Class AA, the state’s largest division for extracurricular activities based on enrollment. O’Gorman represents the smallest school in this class. In spite of this, since the school’s inception into the South Dakota High School Activities’ Association in 1968, O’Gorman has won more state athletic championships than any other high school in its class. O’Gorman’s fine arts programs have enjoyed equal success at the state, regional, and national level. This success in extra-curricular activities is due, in part, to the fact that over 90% of the students participate in at least one extra-curricular activity. These activities include 22 varsity sports and 33 clubs and organizations.

One such organization is the Campus Ministry program which leads the school in volunteer efforts adding up to over 13,000 volunteer hours per year. The Campus Ministry program organizes and directs campus outreach projects throughout the academic year. A Christian Service course taken by 2/3 of all seniors contributes over 5,000 of these total hours for the school.

O’Gorman has a dedicated and veteran faculty. Nearly 40% have advanced degrees with numerous teachers currently enrolled in advanced programs supported by financial assistance from the diocese and school system. Fifty-five percent of the faculty have more than 10 years teaching experience at both the secondary and post secondary level.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

1. O’Gorman High School takes part in South Dakota’s State Test of Educational Progress (Dakota STEP) which is the state test used to fulfill the assessment mandates laid out by the NCLB legislation. The Dakota STEP is a criterion- referenced assessment.

- a. All high school juniors throughout the state are required to take this test. Two foreign exchange students did not test, and because the test is untimed, no further accommodations were granted to students on accommodation plans.
- b. There is not a(n) ethnic/racial or socio-economic sub-group that comprises sufficient numbers to be statistically significant (“10% or more of the student body”—guidelines in NCLB-BRS application, p. 15).

South Dakota’s NCLB assessment tool includes extended questions in math and reading in a criterion-referenced section tied to state standards. Students are designated below basic, basic, proficient, or advanced based on their scores on this portion of the Dakota STEP testing. Cut scores for each of the proficiency levels are included. Students must score proficient or better to meet the state performance level. As supported in the test data attached, fully 95% of O’Gorman students scored proficient and above in reading and 93% in math. These proficiency rates place O’Gorman in the top 10% of all schools in the state including seven schools with under ten students in the testing group and nineteen schools with under 20 students in the testing group.

Results for every public school in South Dakota can be found by visiting the South Dakota NCLB Report Card at <https://sis.ddncampus.net:8081/nclb/index.html>.

Over 93% of O’Gorman students also take the ACT college admission test with scores on the math and reading tests for all O’Gorman graduates who tested from the class of 2004 falling above the 90th percentile nationwide. Test data supporting these results are attached.

2. Using Assessment Data

O’Gorman High School regularly uses assessment data to improve student achievement and to make informed decisions regarding curriculum and instruction. Formal assessment results from state and national tests are provided to faculty in raw form as well as charted to clearly indicate strengths and weaknesses in curricular areas. Overall results are presented at faculty meetings. More detailed assessment results are provided to departments with time provided for analysis so curricular modifications and instructional strategies can be molded to best target desired improvement areas.

In-service sessions focusing on item analysis of the Dakota STEP tests are provided for math and English instructors using the Dakota Standards Website which provides detailed individual and group assessment information. These sessions, directed by the principal and district assessment coordinator, focus on school performance for each of the different strands of questions tied to specific state standards. English and math instructors also take part in summer workshops further analyzing assessment results in relation to curriculum.

The assessment coordinator also presents results of the Dakota STEP and state mandated writing test to the school board as well as the Sioux Falls Catholic Schools Programs Committee. Both of these groups provide input and recommendations to the faculty and administration on issues regarding assessment.

O’Gorman is also home to a premiere ACT preparation seminar designed to use past local assessment results on this test to better prepare current students for this college admissions test. Over 80% of O’Gorman students take part in the thirteen hour course which targets areas of weakness in the particular content areas and works to maintain a close curricular alignment at the junior level with ACT assessment content. This O’Gorman ACT Prep Seminar has received recognition at the local and national level with close to 300 students (representing both O’Gorman and the surrounding area) enrolling annually.

3. Communicating Assessment Data

Communication of student performance is multifaceted. Individual student performance is communicated through six week progress reports. In addition, parents have immediate access to their student's grades using Parent Connect, an online reporting service which shows not only weekly updates on grades, but daily assignments, grades for each individual task, quiz, or test, and other information related to attendance, discipline, etc. Parent Connect is also linked to staff email allowing daily communication between parents and instructors related to student performance. Parent-teacher conferences afford another opportunity for communication of student performance, and over 90% of O'Gorman parents attend these conferences held for twelve hours once each semester.

Formal test results are recorded on student records. These results are also sent home to parents with explanatory cover letters assisting parents with interpretation of the test data. Counselors communicate results on other assessments including the PLAN (a career planning and pre-ACT test), the CAP (Career Assessment and Planning Test), and the PSAT. Counselors discuss the importance of these tests and the meaning of the results with students in English classrooms. Individual conferences further the analysis of these test scores.

Parents, board members, and faculty are represented on different advisory committees in the system's communication model. The system's assessment coordinator as well as the principal share test results and information regarding student performance with the larger Sioux Falls Catholic School Board as well as appropriate advisory boards including the Programs Committee and the Parent Advisory Board. A monthly school publication called *The Knight Letter*, sent to parents of both O'Gorman High School students and O'Gorman Junior High eighth graders, includes assessment data and issues related to school performance. Recently developed publications including a *Good News Report* and the *Spirit* newsletter designed to reach the larger Catholic community in the Midwest region include assessment data as key components. Results of state mandated testing are also posted on the Sioux Falls Catholic Schools' website (www.sfcss.org).

4. Sharing Success

O'Gorman High School and the Sioux Falls Catholic Schools are committed to sharing their success with other schools within the diocese and with other area public schools. At the diocesan level, the Sioux Falls Catholic Schools' assessment coordinator presents information to the diocesan principals regarding how to access and use assessment data for school improvement.

In addition, other diocesan high school faculty members have visited and observed in O'Gorman classrooms and have attended grade level meetings where O'Gorman faculty members share instructional strategies, curricular information, etc. O'Gorman High School even uses a recently installed distance learning network to extend classroom instructional opportunities to smaller more remote Catholic schools in the state. For example, classes have been offered in the areas of foreign language, math, and business, to Dell Rapids St. Mary's, a small Catholic high school located twenty-five miles north of Sioux Falls. O'Gorman is also a member of the South Dakota Christian Schools Association. Through this organization, administrators share information and resources with other private schools across the state. The Sioux Falls Catholic Diocese has established an awards program designed to recognize quarterly outstanding efforts in diocesan schools in several different areas. In the first year of the program, O'Gorman High School received first in two of the four areas recognized.

Through the NCA (North Central Accreditation) school improvement model, O'Gorman staff routinely serve as members of peer review teams designed to evaluate other school improvement plans and to offer suggestions to other member schools for school improvement. These NCA improvement plans focus heavily on data driven decision-making. O'Gorman High School also hosted a peer review team in the spring of 2003 which allowed faculty and administrators from area high schools to spend two days examining the school profile which illustrates the data used to determine school improvement goals and other information outlining goals and interventions designed to improve student performance. Involvement in the NCA School Improvement Process allows schools such as O'Gorman to share their successful interventions with other NCA schools.

PART V – CURRICULUM AND INSTRUCTION

1. The School's Curriculum

The O’Gorman High School curriculum is centered on the five core academic areas: English, mathematics, science, social studies, and foreign language. Additional requirements exist including a full credit of fine arts, one-half credit of a finance-related course, and one-half credit of computer application. Theology classes are required every semester for Catholic students and four semesters for non-Catholics. Additional elective courses exist related to the fine arts, business, computer applications, family and consumer science, industrial arts and physical education.

The school curriculum has undergone extensive revision over the past four years. Core subject areas including math, English, social studies, science, and foreign language have conducted curricular review studies focused on aligning local curriculum with state standards and benchmarks. These standards include specific indicators and grade appropriate benchmarks grouped in grade bands (K-2, 3-5, 6-8, and 9-12). Representatives from all of these core subject areas have also attended state workshops designed at establishing the benchmarks, writing test items based on standards, etc. Further work has been done locally on scope and sequence to complete the curricular mapping. All of the curriculum work was facilitated by the school’s curriculum coordinator who worked in conjunction with each department to align and in some cases develop curriculum that would best assist students in meeting state standards. Faculty members in all core subject areas have curriculum binders that contain state standards, as well as graphs showing alignment of curriculum to state standards, and course outlines for each course offered in their subject area.

All faculty members write and administer a comprehensive final assessment for each course taught. These comprehensive assessments conducted over a three-day testing period at the end of each semester cover major concepts taught throughout the course and constitute 10% of the student’s grade. Currently work is underway to establish common assessments for semester and final exams in core subject areas to further ensure achievement in all classrooms is equal in meeting the benchmarks set by the standards.

The fine arts program includes beginning and advanced drawing and painting courses, beginning and advanced pottery classes, photography classes, and vocal and instrumental music courses. For the current academic year, 554 students are enrolled in classes related to the visual and performing arts. O’Gorman High School students have excelled in local and regional competitions related to the visual and performing arts. In the past two years, both the art instructor and the vocal music instructor have won awards for excellence in teaching.

In the past two years, foundation classes designed for low ability students were added to the curriculum in the areas of math, science, English, and social studies. In addition, accommodations are made within the regular classroom, and additional assistance is provided through the academic services’ center for students with various learning disabilities.

In addition to regular classes, advanced and AP courses exist at every grade level in math, English, social studies, and science. In foreign language, advanced course work includes AP German IV, AP Spanish Literature, and AP Spanish Composition. With 98% of its students going on to post-secondary education, O’Gorman has a significant enrollment in advanced and AP courses. Approximately half of the student body is enrolled in advanced courses with half of all upperclassmen enrolled in advanced placement courses. Last spring 102 students sat for AP tests with 71% scoring 3 or better. Though there is no foreign language requirement locally or at the state level, nearly 85% of the students are enrolled in a college prep curriculum consisting of a minimum of three math, three science, and two foreign language credits. In 2004, 84% of graduates had four years of math.

2. English Language Curriculum

O’Gorman has an English language curriculum built around eleven standards. Four of the standards address reading while four target writing and three deal with listening and speaking. These standards guide the selection of content and lesson design for the English classroom. The O’Gorman English language curriculum is based on a philosophy of combining literature with grammar and composition in a year long course for each grade level. Some skills from all eleven standards are included in each year of study.

This curriculum, adapted nearly ten years ago, allows teachers to best maximize instructional time by interspersing the study of literature with writing so that students can begin literature units while instructors evaluate and conference over writing projects. Each year includes a comprehensive study of literature from the various genres including fiction, nonfiction, poetry, and drama. In addition to literature taught and discussed in class, an independent reading requirement exists at every grade level for every quarter of instruction. The advanced English courses also have required summer reading with fall evaluation and discussion. Grammar instruction continues throughout the grade levels culminating with an intense grammar and usage review component in the junior year curriculum. Writing portfolios follow students throughout their high school English career documenting progress and serving as tools for teachers to preview areas of strength and weakness in students.

Students who read below grade level are scheduled into a Transitions class freshman year which allows for an extra hour of instruction in the study center to follow the regular classroom meeting each day. In addition, students reading below grade level can be placed in the foundations class with a teacher to student ratio of 1 to 7 or fewer. This allows for more intense one on one instruction utilizing reading materials and support materials designed to assist challenged readers. On the latest state mandated reading test, only seven O’Gorman students performed below the established proficiency level in reading.

The mean English ACT score of the O’Gorman class of 2004 was 24.4, compared to a state average of 20.7 and a national average score of 20.9. These results attest to the rigorous and effective instruction provided by the English language curriculum.

3. Other Curriculum Related to Mission

One particular discipline sets O’Gorman apart from other excellent academic programs. The curricular requirements at O’Gorman High School include four credits of theology for all Catholic students and two credits for non-Catholic students. These are credits over and above the regular academic credits required by the state for graduation. This requirement emphasizes the belief that the theology curriculum at O’Gorman is integral to the school’s mission to form a community built on academic excellence and “gospel values”. Parish priests and school board members are quick to point out that this additional component to the mission statement of O’Gorman High School is indeed the school’s purpose for existence. Recently O’Gorman was ranked among the top twenty Catholic schools in the nation for its Catholic identity. This is a tribute to the strength of the theology department, its curriculum, and its dedicated instructors.

The element of stewardship is deeply ingrained into the students’ spiritual lives. Sophomores take part in an annual retreat where the entire class spends a full day providing service to the community. Campus Ministry forms the framework for stewardship outside of the theology classroom as O’Gorman students perform thousands of service hours annually throughout the larger community. In addition, each year O’Gorman sponsors an interdisciplinary project known as “Empty Bowls”. Through the cooperation of the pottery classes, foods class, and the theology classes, O’Gorman hosts this event which has donated thousands of dollars to local homeless shelters. In addition, two-thirds of seniors take a course titled, Christian Service, where they spend one hour of each school day volunteering at various places including nursing homes, hospitals, shelters, elementary schools, etc. The students spend over fifty hours at their respective assignment, journaling daily about their experiences. Students’ eyes are truly opened as they spend time with people who often are far less fortunate than they are. Many students have described the Christian Service experience as a life-changing experience.

4. Instructional Methods

Researchers at Mid-continent Research for Education and Learning (McRel) have identified, in the book, *Classroom Instruction that Works*, nine instructional strategies that are most likely to improve student achievement across all content areas and grade levels. O’Gorman High School students are exposed to these key instructional strategies on a daily basis in their classroom instruction. The O’Gorman faculty has received training related to differentiating instruction through staff development designed to assist teachers addressing or identifying all learning levels and learning styles.

Much of the academic success at O’Gorman stems from reinforcing effort and providing recognition of noteworthy effort or success at tasks considered difficult for that student. Though not mandatory, 75 students sat for the Mathematical Association of America’s National Exam in spring of 2004. O’Gorman High School placed on the School Merit Roll for Region 5 this year, and O’Gorman has had the top student in the state on this exam for the past three years. Likewise, over 200 O’Gorman students complete national foreign language exams each year with equally impressive results.

Homework and practice are used appropriately across the disciplines with proper feedback in an effort to refine and extend student knowledge. Students and parents are kept abreast of homework assignments and evaluation of these assignments through the Parent Connect Assignment Page.

All of these instructional practices incorporate technology as a key component. In the most recent North Central Accreditation School Improvement Cycle, O’Gorman chose technology integration as one of its student performance goals. Each teacher developed a specific unit of study showing the incorporation of technology with one of the instructional strategies outlined above to create the most “real world” type classroom instruction possible. Incorporating technology into classroom instruction has led to more student-centered lessons. Continued staff development is planned focusing on differentiating instruction by expanding faculty members’ expertise in instructional strategies.

5. Professional Development

O’Gorman High School has received North Central Accreditation, an accreditation over and above state accreditation, since the school’s origin in the 1960’s. Part of this accreditation involves having a structured professional development program built around data driven student performance goals. A full seven days are allocated as professional development days. Additional time is spent before and after school in mini-workshops aimed at professional development.

Since the inception of NCLB legislation and the emphasis on growth in achievement scores, O’Gorman and the Sioux Falls Catholic Schools have organized a system-wide staff development program that focuses on school improvement through increased student achievement. Principals throughout the system meet to design the in-service topics and agendas for the year. Some of these involve teachers from the entire diocese while others are designated as local staff development days. Faculty members come together for an entire day each summer for workshops and training related to faith development, a key component of the mission at O’Gorman. School year professional development training has been organized using Title II professional development monies made available through the NCLB legislation. The large group sessions include topics that support student achievement at every grade level and often involve nationally recognized speakers and presenters. Local staff development days focus on student achievement issues related specifically to that building’s population.

Teachers are also provided with two professional leave days and two spiritual leave days each year. These days are provided to encourage staff to seek opportunities to attend workshops or conferences related to their curricular area and to take advantage of retreat or prayer opportunities in order to grow in their spiritual life.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): **NATIONAL CATHOLIC EDUCATION ASSOCIATION**
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____ K	\$ _____ 1 st	\$ _____ 2 nd	\$ _____ 3 rd	\$ _____ 4 th	\$ _____ 5 th	
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	<u>\$4307*</u> 9 th	<u>\$4307*</u> 10 th	<u>\$4307*</u> 11 th	*(Represents cash amounts not credit card amounts)
<u>\$4307*</u> 12 th	<u>\$4932* (Non-Catholic students)</u> Other					

4. What is the educational cost per student?
(School budget divided by enrollment) **\$6565**

5. What is the average financial aid per student? **\$1545**

6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? **24%**

7. What percentage of the student body receives
scholarship assistance, including tuition reduction?
100% (receive parish subsidies)
23%
 (Receive work-study money)

O’GORMAN HIGH SCHOOL
STATE CRITERION-REFERENCED TESTS

Subject: MATH Grade: 11 Test: Dakota STEP
(State Test of Educational Progress: Form D)

Edition/Publication Year 2003 Publisher: HARCOURT EDUCATIONAL MEASUREMENT

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Mar-Apr	Mar-Apr	Mar-Apr	Mar-Apr	Mar-Apr
SCHOOL SCORES **					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	100%			
% At or Above Proficient	93%	87%			
% At Advanced	48%	37%			
Number of students tested	139	172			
Percent of total students tested	99%	99%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	N/A	N/A			
SUBGROUP SCORES	N/A	N/A			
1. _____ (specify subgroup)	See Notes				
% At or Above Basic	Page 8				
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES **					
% At or Above Below Basic	100%	100%			
% At or Above Basic	99%	100%			
% At or Above Proficient	73%	71%			
% At Advanced	20%	20%			

N/A = Not Applicable

** Dakota STEP is South Dakota’s official state assessment to determine Adequate Yearly Progress (AYP) and has been in existence for the past two years. Dakota STEP is administered every March or April depending upon the state’s designated testing window and is aligned with South Dakota State Content Standards. The 2002-2003 and 2003-2004 school years are the only two years with valid school and state test scores. Student achievement is reported in four levels: Below Basic, Basic, Proficient, and Advanced. A team of South Dakota educators and statisticians established the performance levels and cut scores. Students performing at or above proficient are considered by the state to have met or exceeded the state standards.

Note: No Groups were excluded from testing.

O’GORMAN HIGH SCHOOL
STATE CRITERION-REFERENCED TESTS

Subject: **READING** Grade: **11** Test: **Dakota STEP**
(State Test of Educational Progress: Form D)

Edition/Publication Year: **2003** Publisher: **HARCOURT EDUCATIONAL MEASUREMENT**

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Mar-Apr	Mar-Apr	Mar-Apr	Mar-Apr	Mar-Apr
SCHOOL SCORES **					
% At or Above Below Basic	100%	100%			
% At or Above Basic	100%	98%			
% At or Above Proficient	95%	77%			
% At Advanced	46%	7%			
Number of students tested	139	172			
Percent of total students tested	99%	99%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	N/A	N/A			
SUBGROUP SCORES	N/A	N/A			
1. _____ (specify subgroup)	See Notes				
% At or Above Basic	Page 8				
% At or Above Proficient					
% At Advanced					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES **					
% At or Above Below Basic	100%	100%			
% At or Above Basic	99%	92%			
% At or Above Proficient	73%	58%			
% At Advanced	21%	3%			

N/A = Not Applicable

** Dakota STEP is South Dakota’s official state assessment to determine Adequate Yearly Progress (AYP) and has been in existence for the past two years. Dakota STEP is administered every March or April depending upon the state’s designated testing window and is aligned with South Dakota State Content Standards. The 2002-2003 and 2003-2004 school years are the only two years with valid school and state test scores. Student achievement is reported in four levels: Below Basic, Basic, Proficient, and Advanced. A team of South Dakota educators and statisticians established the performance levels and cut scores. Students performing at or above proficient are considered by the state to have met or exceeded the state standards.

Note: No Groups were excluded from testing.

O'GORMAN HIGH SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject: MATH Grade: 12 Test: ACT ASSESSMENT

Edition/Publication Year: 2002-2004 Publisher: ACT CORPORATION

Scores are reported here as (check one): NCEs____ Scaled scores X Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JAN- DEC	JAN- DEC	JAN- DEC	JAN- DEC	JAN- DEC
SCHOOL SCORES					
Total Score	23.9	22.4	23.0	23.3	22.9
Number of students tested	152	149	158	139	172
Percent of total students tested	93%	99%	95%	98%	94%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____(specify subgroup)	See Notes				
Number of students tested	Page 8				
2. _____(specify subgroup)					
Number of students tested					
3. _____(specify subgroup)					
Number of students tested					
4. _____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE *	20.7	20.6	20.6	20.7	20.7
NATIONAL STANDARD DEVIATION **	5.0	5.1	5.0	5.0	5.0

* Represents the National Mean Score for the Math portion of the ACT.

** Represents the National Standard Deviation for the Math portion of the ACT.

O'GORMAN HIGH SCHOOL
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject: **READING** Grade: **12** Test: **ACT ASSESSMENT**

Edition/Publication Year: **2002-2004** Publisher: **ACT CORPORATION**

Scores are reported here as (check one): NCEs ____ Scaled scores **X** Percentiles ____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	JAN- DEC	JAN- DEC	JAN- DEC	JAN- DEC	JAN- DEC
SCHOOL SCORES					
Total Score	24.3	23.5	23.6	24.2	23.2
Number of students tested	152	149	158	139	172
Percent of total students tested	93%	99%	95%	98%	94%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES	N/A	N/A	N/A	N/A	N/A
1. _____(specify subgroup)	See Notes				
Number of students tested	Page 8				
2. _____(specify subgroup)					
Number of students tested					
3. _____(specify subgroup)					
Number of students tested					
4. _____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE *	21.3	21.2	21.1	21.3	21.4
NATIONAL STANDARD DEVIATION **	6.0	6.1	6.1	6.0	6.1

* Represents the National Mean Score for the Reading portion of the ACT.

** Represents the National Standard Deviation for the Reading portion of the ACT.